

Gray Court-Owings Elementary

9210 Hwy. 14
Gray Court, SC 29645

| | | |
|-----------------------|-----------------------|----------------|
| Grades | 3-8 Elementary School | |
| Enrollment | 436 Students | |
| Principal | Marilyn S. Ramsey | 864-876-2171 |
| Superintendent | Edgar C. Taylor | 864-984-3568 |
| Board Chair | Charlie Short | (864) 681-3664 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 37 | 52 | 4 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Average | N/A |
| 2003 | Good | Good | No |
| 2004 | Good | Average | No |
| 2005 | Average | Below Average | No |

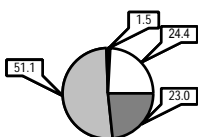
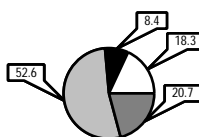
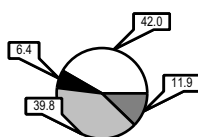
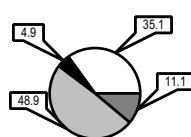
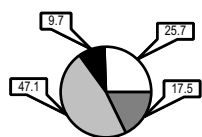
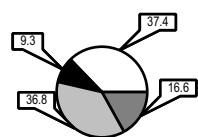
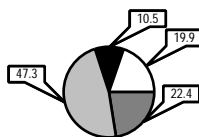
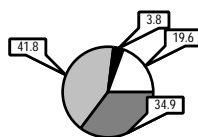
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 445 | 99.8 | 24.4 | 51.1 | 23.0 | 1.5 | 38.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 238 | 99.6 | 32.7 | 49.8 | 16.6 | 0.9 | 31.3 | | |
| Female | 207 | 100.0 | 14.9 | 52.7 | 30.3 | 2.1 | 47.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 315 | 99.7 | 17.9 | 52.3 | 28.0 | 1.8 | 46.2 | Yes | Yes |
| African American | 109 | 100.0 | 38.7 | 49.1 | 11.3 | 0.9 | 21.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 19 | 100.0 | 38.9 | 44.4 | 16.7 | 0.0 | 27.8 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 369 | 99.7 | 17.1 | 55.0 | 26.2 | 1.8 | 43.8 | | |
| Disabled | 76 | 100.0 | 63.1 | 30.8 | 6.2 | 0.0 | 12.3 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 445 | 99.8 | 24.4 | 51.1 | 23.0 | 1.5 | 38.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 42.9 | 50.0 | 7.1 | 0.0 | 14.3 | I/S | I/S |
| Non-Limited English Proficient | 431 | 99.8 | 23.8 | 51.2 | 23.5 | 1.5 | 39.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 270 | 99.6 | 29.8 | 52.9 | 16.4 | 0.8 | 29.4 | Yes | Yes |
| Full-pay meals | 175 | 100.0 | 16.8 | 48.5 | 32.3 | 2.4 | 52.1 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 445 | 100.0 | 18.3 | 52.6 | 20.7 | 8.4 | 45.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 238 | 100.0 | 22.6 | 49.8 | 19.4 | 8.3 | 40.1 | | |
| Female | 207 | 100.0 | 13.3 | 55.9 | 22.3 | 8.5 | 52.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 315 | 100.0 | 15.4 | 49.5 | 24.7 | 10.4 | 52.0 | Yes | Yes |
| African American | 109 | 100.0 | 22.6 | 61.3 | 12.3 | 3.8 | 34.0 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 19 | 100.0 | 33.3 | 55.6 | 5.6 | 5.6 | 16.7 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 369 | 100.0 | 11.5 | 55.6 | 23.5 | 9.4 | 51.8 | | |
| Disabled | 76 | 100.0 | 53.8 | 36.9 | 6.2 | 3.1 | 13.8 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 445 | 100.0 | 18.3 | 52.6 | 20.7 | 8.4 | 45.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 42.9 | 50.0 | 7.1 | 0.0 | 14.3 | I/S | I/S |
| Non-Limited English Proficient | 431 | 100.0 | 17.4 | 52.7 | 21.2 | 8.7 | 46.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 270 | 100.0 | 22.7 | 58.0 | 14.7 | 4.6 | 37.8 | Yes | Yes |
| Full-pay meals | 175 | 100.0 | 12.0 | 44.9 | 29.3 | 13.8 | 56.9 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 445 | 100.0 | 42.0 | 39.8 | 11.9 | 6.4 | 18.3 |
| Gender | | | | | | | |
| Male | 238 | 100.0 | 40.1 | 38.7 | 13.4 | 7.8 | 21.2 |
| Female | 207 | 100.0 | 44.1 | 41.0 | 10.1 | 4.8 | 14.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 315 | 100.0 | 31.9 | 44.4 | 15.1 | 8.6 | 23.7 |
| African American | 109 | 100.0 | 67.9 | 25.5 | 5.7 | 0.9 | 6.6 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 19 | 100.0 | 44.4 | 50.0 | 0.0 | 5.6 | 5.6 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 369 | 100.0 | 35.6 | 43.8 | 12.9 | 7.6 | 20.6 |
| Disabled | 76 | 100.0 | 75.4 | 18.5 | 6.2 | 0.0 | 6.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 445 | 100.0 | 42.0 | 39.8 | 11.9 | 6.4 | 18.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| Non-Limited English Proficient | 431 | 100.0 | 41.7 | 39.4 | 12.3 | 6.6 | 18.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 270 | 100.0 | 52.1 | 37.0 | 7.1 | 3.8 | 10.9 |
| Full-pay meals | 175 | 100.0 | 27.5 | 43.7 | 18.6 | 10.2 | 28.7 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 445 | 99.8 | 35.1 | 48.9 | 11.1 | 4.9 | 16.0 |
| Gender | | | | | | | |
| Male | 238 | 99.6 | 37.8 | 44.7 | 11.5 | 6.0 | 17.5 |
| Female | 207 | 100.0 | 31.9 | 53.7 | 10.6 | 3.7 | 14.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 315 | 99.7 | 29.7 | 50.5 | 13.3 | 6.5 | 19.7 |
| African American | 109 | 100.0 | 48.1 | 44.3 | 6.6 | 0.9 | 7.5 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 19 | 100.0 | 38.9 | 50.0 | 5.6 | 5.6 | 11.1 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 369 | 99.7 | 28.2 | 53.5 | 12.6 | 5.6 | 18.2 |
| Disabled | 76 | 100.0 | 70.8 | 24.6 | 3.1 | 1.5 | 4.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 445 | 99.8 | 35.1 | 48.9 | 11.1 | 4.9 | 16.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 14 | 100.0 | 42.9 | 50.0 | 7.1 | 0.0 | 7.1 |
| Non-Limited English Proficient | 431 | 99.8 | 34.8 | 48.8 | 11.3 | 5.1 | 16.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 270 | 99.6 | 43.3 | 48.3 | 5.9 | 2.5 | 8.4 |
| Full-pay meals | 175 | 100.0 | 23.4 | 49.7 | 18.6 | 8.4 | 26.9 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 62 | 98.4 | 19.7 | 44.3 | 32.8 | 3.3 | 36.1 |
| | 4 | 61 | 100.0 | 10.2 | 59.3 | 30.5 | N/A | 30.5 |
| | 5 | 87 | 97.7 | 28.0 | 58.5 | 13.4 | N/A | 13.4 |
| | 6 | 78 | 100.0 | 24.4 | 47.4 | 23.1 | 5.1 | 28.2 |
| | 7 | 78 | 100.0 | 17.8 | 50.7 | 26.0 | 5.5 | 31.5 |
| | 8 | 69 | 100.0 | 17.9 | 53.7 | 25.4 | 3.0 | 28.4 |
| 2005 | 3 | 58 | 100.0 | 12.0 | 48.0 | 36.0 | 4.0 | 40.0 |
| | 4 | 65 | 100.0 | 16.1 | 57.1 | 25.0 | 1.8 | 26.8 |
| | 5 | 69 | 100.0 | 25.4 | 52.4 | 22.2 | 0.0 | 22.2 |
| | 6 | 88 | 100.0 | 43.8 | 35.0 | 18.8 | 2.5 | 21.3 |
| | 7 | 84 | 100.0 | 27.2 | 58.0 | 14.8 | 0.0 | 14.8 |
| | 8 | 81 | 98.8 | 14.7 | 57.3 | 26.7 | 1.3 | 28.0 |
| Mathematics | | | | | | | | |
| 2004 | 3 | 62 | 100.0 | 8.1 | 77.4 | 12.9 | 1.6 | 14.5 |
| | 4 | 61 | 100.0 | 10.2 | 54.2 | 22.0 | 13.6 | 35.6 |
| | 5 | 87 | 98.9 | 22.9 | 56.6 | 15.7 | 4.8 | 20.5 |
| | 6 | 78 | 100.0 | 11.5 | 44.9 | 28.2 | 15.4 | 43.6 |
| | 7 | 78 | 100.0 | 16.4 | 42.5 | 30.1 | 11.0 | 41.1 |
| | 8 | 69 | 100.0 | 20.9 | 58.2 | 11.9 | 9.0 | 20.9 |
| 2005 | 3 | 58 | 100.0 | 10.0 | 74.0 | 10.0 | 6.0 | 16.0 |
| | 4 | 65 | 100.0 | 25.0 | 53.6 | 19.6 | 1.8 | 21.4 |
| | 5 | 69 | 100.0 | 11.1 | 55.6 | 19.0 | 14.3 | 33.3 |
| | 6 | 88 | 100.0 | 17.5 | 42.5 | 28.8 | 11.3 | 40.0 |
| | 7 | 84 | 100.0 | 21.0 | 46.9 | 19.8 | 12.3 | 32.1 |
| | 8 | 81 | 100.0 | 22.7 | 52.0 | 22.7 | 2.7 | 25.3 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 58 | 100.0 | 48.0 | 44.0 | 6.0 | 2.0 | 8.0 |
| | 4 | 65 | 100.0 | 37.5 | 42.9 | 16.1 | 3.6 | 19.6 |
| | 5 | 69 | 100.0 | 47.6 | 38.1 | 6.3 | 7.9 | 14.3 |
| | 6 | 88 | 100.0 | 50.0 | 28.8 | 16.3 | 5.0 | 21.3 |
| | 7 | 84 | 100.0 | 34.6 | 45.7 | 9.9 | 9.9 | 19.8 |
| | 8 | 81 | 100.0 | 36.0 | 41.3 | 14.7 | 8.0 | 22.7 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 58 | 100.0 | 30.0 | 64.0 | 6.0 | 0.0 | 6.0 |
| | 4 | 65 | 100.0 | 19.6 | 58.9 | 16.1 | 5.4 | 21.4 |
| | 5 | 69 | 100.0 | 31.7 | 54.0 | 6.3 | 7.9 | 14.3 |
| | 6 | 88 | 100.0 | 43.8 | 37.5 | 10.0 | 8.8 | 18.8 |
| | 7 | 84 | 100.0 | 50.6 | 30.9 | 14.8 | 3.7 | 18.5 |
| | 8 | 81 | 98.8 | 26.7 | 58.7 | 12.0 | 2.7 | 14.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 436) | | | | |
| First graders who attended full-day kindergarten | N/R | N/A | 100.0% | 100.0% |
| Retention rate | 2.2% | Down from 7.0% | 3.2% | 3.0% |
| Attendance rate | 96.3% | Up from 95.9% | 96.3% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 6.5% | Down from 11.6% | 4.6% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.7% | Down from 9.0% | 3.5% | 3.2% |
| Eligible for gifted and talented | 7.9% | Down from 8.9% | 12.6% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 16.6% | Up from 14.1% | 9.4% | 8.2% |
| Older than usual for grade | 9.6% | Up from 7.3% | 1.0% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.7% | No change | 0.0% | 0.0% |
| Teachers (n= 27) | | | | |
| Teachers with advanced degrees | 29.6% | Up from 17.9% | 52.9% | 52.6% |
| Continuing contract teachers | 77.8% | Down from 85.7% | 85.2% | 83.3% |
| Highly qualified teachers | 92.3% | Up from 91.7% | 93.8% | 93.5% |
| Teachers with emergency or provisional certificates | 4.0% | Down from 7.4% | 0.0% | 0.0% |
| Teachers returning from previous year | 84.5% | Up from 77.4% | 87.7% | 87.0% |
| Teacher attendance rate | 96.3% | Up from 95.4% | 94.8% | 95.0% |
| Average teacher salary | \$39,246 | Up 2.4% | \$41,546 | \$41,703 |
| Prof. development days/teacher | 13.7 days | Up from 10.7 days | 13.5 days | 12.8 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.1 to 1 | Up from 20.0 to 1 | 18.8 to 1 | 18.8 to 1 |
| Prime instructional time | 91.9% | Up from 90.9% | 89.2% | 89.8% |
| Dollars spent per pupil* | \$5,197 | Down 1.7% | \$6,061 | \$6,242 |
| Percent of expenditures for teacher salaries* | 59.3% | Up from 58.5% | 64.4% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 98.5% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | 92.9% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

What does "rolling out the red carpet" signify? Just call Gray Court-Owings School or drop by the office to find out that we are a family-friendly school, dedicated to excellent customer service. We know that a positive environment is critical to any school setting and that high expectations for student achievement must be evident. For the fourth consecutive year, we have received the Palmetto Silver Award for outstanding student performance. Our students have truly made us proud of their success!

Professional growth among the faculty and staff is encouraged. Our language arts teachers are participating in the South Carolina Reading Initiative and are furthering their knowledge of teaching reading. We now have three teachers who have received National Board Certification while two others are currently seeking this status. Two teachers received their master's degrees this year. Teachers are demonstrating the importance of being a lifelong learner!

Tremendous advancements have been made in technology. A portable, wireless laptop computer lab has been added; middle school science teachers have received Elmo projectors; four laptops with projectors are being used to improve instruction. Data obtained from MAP (Measures of Academic Progress) allow us to differentiate instruction, providing students with instruction at their appropriate levels.

With our focus on character education, we continue to involve students in service learning projects. Our school raised more than \$4,300 for the March of Dimes. What a remarkable accomplishment!

Parents, mentors, and volunteers contribute greatly to the success of our school. Our PTO and business partners are vital to our school's climate, providing supplies and incentives for our students, faculty, and staff.

We are proud to be a Red Carpet school - where parents feel welcomed and are an important part of the decision-making process - a place where students excel.

George Ward, School Improvement Council Chairperson
Marilyn Ramsey, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 24 | 62 | 93 |
| Percent satisfied with learning environment | 95.8% | 80.6% | 77.8% |
| Percent satisfied with social and physical environment | 95.8% | 87.1% | 86.5% |
| Percent satisfied with school-home relations | 70.8% | 90.3% | 70.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.